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ABSTRACT

This non-public handbook contains guidelines, administration information, forms, worksheets, charts, and records used in implementing the Orange County, Florida, public schools Chapter 1 program. Included are the following: (1) information on eligible schools; (2) lists of staff and staff assignments; (3) complaint procedures and forms; (4) Chapter 1 fact sheet; (5) staff job descriptions; (6) checklists, group assignments and tutor and instructor plan sheets; (7) instruction planning schedules; (8) expenditure and requisition forms; and (9) testing and evaluation forms. (PS)

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ECIA
CHAPTER I

NON-PUBLIC

HANDBOOK

1986-1987

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ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
NON-PUBLIC HANDBOOK

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ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
ELIGIBLE SCHOOLS, 1986-1987

The forty-eight (48) Chapter I schools are listed in order of eligibility based on selection procedure utilizing percent of economically disadvantaged students.

SCHOOLS	PERCENT	SCHOOLS	PERCENT
1. MAXEY	93.67	25. BLANKNER	50.26
2. IVEY LANE	91.14	26. DILLARD STREET	47.91
3. WHEATLEY	89.68	27. LAKE WESTON	46.74
4. HUNGERFORD	79.82	28. KILLARNEY	45.97
5. TILDENVILLE	76.89	29. LANCASTER	43.97
6. HILLCREST	76.03	30. SADLER	42.82
7. ORLO VISTA	71.99	31. LAKE SILVER	42.75
8. ORANGE CENTER	68.36	32. PRINCETON	42.53
9. APOPKA ELEM	67.57	33. DURRANCE	41.75
10. GRAND AVENUE	67.46	34. CYPRESS PARK	41.69
11. TANGELO PARK	65.66	35. HIAWASSEE	41.64
12. ROCK LAKE	62.58	36. PALMETTO	39.53
13. CATALINA	60.81	37. LOVELL	39.43
14. PINELOCH	60.13	38. RIDGEWOOD PARK	38.22
15. LAKE COMO	58.48	39. BONNEVILLE	36.32
16. WASHINGTON SHORES	58.39	40. SPRING LAKE	36.31
17. PINE HILLS	56.20	41. OAK HILL	35.98
18. RAY, MOLLIE	54.09	42. ROLLING HILLS	35.24
19. FERN CREEK	53.74	43. DREAM LAKE	34.42
20. ZELLWOOD	53.61	44. AZALEA PARK	33.26
21. ECCLESTON	52.76	45. OCOEE	32.69
22. KALEY	51.97	46. ENGELWOOD	32.66
23. RICHMOND HEIGHTS	51.94	47. LOCKHART	32.32
24. COLUMBIA	51.17	48. CLARCONA	

NEGLECTED OR DELINQUENT CENTERS

1. BETA HOUSE
2. ORANGE HOUSE
3. LITTLE RED SCHOOL HOUSE
4. ORLANDO REGIONAL DETENTION CENTER
5. THEE DOOR

NON-PUBLIC

1. ST. ANDREWS
2. ST. CHARLES
3. ST. JAMES
4. ST. JOHN
5. GOOD SHEPHERD
6. PAL ACADEMY

1/CHAP/103.3
7/16/86

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
DISTICT STAFF

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	Program Consultants Station 210 Administrative Center
(For Courier)	Resource Teachers Station 402 Chapter I Annex

l/mf/122
7/16/86

CHAPTER I
SCHOOL ASSIGNMENTS 1987

Group 1 - Ruthenia Ward
Program Consultant

Carolyn Dorman, Resource Teacher

1. Blankner
2. Dillard Street
3. Ivey Lane
4. Maxey
5. Oak Hill
6. Ocoee
7. Orange Center
8. Orlo Vista
9. Pine Hills
10. Ridgewood Park
11. Rock Lake
12. Spring Lake
13. Tildenville

Bob Allen, Resource Teacher

1. Grand Avenue
2. Lake Silver
3. Mollie Ray
4. Rolling Hills

Elaine Gardner, Resource Teacher

1. Apopka
2. Clarcona
3. Dream Lake
4. Hiawassee
5. Hungerford
6. Killarney
7. Lake Weston
8. Lockhart
9. Lovell
10. Princeton
11. Richmond Heights
12. Wheatley
13. Zellwood

Group 2 - Maxie Cinnamon
Program Consultant

Debra Allen, Resource Teacher

1. Columbia
2. Cypress Park
3. Durrance
4. Eccleston
5. Fern Creek
6. Hillcrest
7. Lake Como
8. Palmetto
9. Pineloch
10. Sadler
11. Tangelo Park

Bob Allen, Resource Teacher

1. Beta
2. Detention Center
3. Little Red School House
4. Orange House
5. Thee Door

Carol Hartman, Resource Teacher

1. Azalea Park
2. Bonneville
3. Catalina
4. Engelwood
5. Kaley
6. Lancaster
7. Washington Shores
8. Good Shepherd
9. PAL Academy
10. St. Andrew
11. St. Charles
12. St. James
13. St. John Vianney

3.3;CHAP1
1/CHAP/177
7/31/86

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
COMPLAINT PROCEDURE

Education Consolidation and Improvement Act of 1981

I. Definition -- A "Chapter I complaint" is a claim by a person that the district or an individual school is in violation of Chapter I of the Education Consolidation and Improvement Act of 1981.

II. Who May Complain?

1. Any parent residing in the district.
2. Any teacher employed in the district.
3. Other concerned individuals of the district.
4. Other concerned organizations of the district.

III. Complaint Procedure

1. Execute a Chapter I complaint form (available in district office).
2. Submit the Chapter I complaint form to the Chapter I project administrator.
3. The Chapter I project administrator shall investigate the complaint to determine if the complaint is legally warranted and shall endeavor to resolve the complaint.
4. A written decision of the disposition of the complaint shall be forwarded to the complaintant not to exceed 30 days following the filing of the complaint.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
COMPLAINT FORM

1. NAME OF INDIVIDUAL OR ORGANIZATION MAKING COMPLAINT.

_____
Name

_____
Address

_____
Phone

2. NATURE OF COMPLAINT: (to be completed by complaintant.) Please be specific as to the complaint: identifying school, individual, or program involved and other pertinent facts applicable. Add attachment if necessary.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
NON-PUBLIC
FACT SHEET

PROGRAM:
Supplemental instructional reading program utilizing the limited pull-out model with reading support teachers; supplemental tutorial math program utilizing the limited pull-out model with math tutors.

PURPOSE:
To improve reading and mathematics skills of selected students.

TARGET POPULATION:
Eligible students in grades 1, 2, 3, 4, and 5.

SELECTION CRITERIA:

Reading
Grade 1:

1. Students with test scores:

   a. must reside in Chapter I eligible school attendance areas

   b. must have scored at or below the 33rd percentile on total reading of the CTBS given in the spring of 1986, or have a comparable percentile score on a standardized test given within the last twelve months.

2. Students without test scores:

   a. must reside in Chapter I eligible attendance areas

   b. after an observation period of three weeks, students having difficulty with ten or more characteristics on the Reading Behavorial Checklist, completed by the non-public classroom teacher, will be referred for testing.

   c. must score at or below the 33rd percentile on total reading of the Comprehensive Tests of Basic Skills (CTBS).

3. Repeating students:

   a. must reside in Chapter I eligible school attendance areas

   b. must have scored at or below the 33rd percentile on the CTBS total reading given in the spring of 1986, or must have a comparable national percentile score on a standardized test given within the last twelve months.

   c. without test scores must follow procedures as indicated in 2a - 2c.

1/CHAP/168.29

Non-Public Fact Sheet

Math
Grade 1: 1. Students with test scores:

a. must reside in Chapter I eligible school attendance areas

b. must have scored at or below the 33rd percentile on total math of the CTBS given in the spring of 1986, or have a comparable national percentile score on a standardized test given within the last twelve months.

2. Students without test scores:

a. must reside in Chapter I eligible school attendance areas

b. after an observation period of three weeks, students having difficulty with ten or more characteristics on the Math Behavorial Checklist, completed by the non-public classroom teacher, will be referred for testing.

c. must score at or below the 33rd percentile on total math of the Comprehensive Tests of Basic Skills (CTBS).

3. Repeating students:

a. must reside in Chapter I eligible school attendance areas

b. must have scored at or below the 33rd percentile on the CTBS total math given in the spring of 1986, or must have a comparable national percentile score on a standardized test given within the last twelve months.

c. without test scores must follow procedures as indicated in 2a - 2c.

Reading
Grades 2-5:

1. Students with test scores:

a. must reside in Chapter I eligible school percentile areas

b. must have scored at or below the 33rd percentile on total reading of the CTBS given in the spring of 1986, or have a comparable national percentile score on a standardized test given within the last twelve months.

Non-Public Fact Sheet

2. Students without test scores:

   a. must reside in Chapter I eligible school attendance areas

   b. must have a reading placement one grade level below grade assignment.

   c. must have a request for testing from the non-public classroom teacher.

   d. must score at or below the 33rd percentile on the appropriate level of the CTBS.

3. Repeating students:

   a. must reside in Chapter I eligible school attendance areas

   b. must have scored at or below the 33rd percentile on the CTBS total reading given in the spring of 1986, or must have a comparable national percentile score on a standardized test given within the last twelve months.

   c. without test scores must follow procedures as indicated in 2a - 2d.

Math
Grades 2-5:

1. Students with test scores:

   a. must reside in Chapter I eligible school attendance areas

   b. must have scored at or below the 33rd percentile on total math of the CTBS given in the spring of 1986, or have a comparable national percentile score on a standardized test given within the last twelve months.

2. Students without test scores:

   a. must reside in Chapter I eligible school percentile areas

   b. may be referred for testing after an observation period of three weeks and upon the completion of the Request for Testing Form by the non-public classroom teacher.

   c. must be administered the appropriate level of the CTBS and must score at or below the 33rd percentile.

1/CHAP/168/D.1

Non-Public Fact Sheet

3. Repeating students:

   a. must reside in Chapter I eligible school attendance areas

   b. must have scored at or below the 33rd percentile on the CTBS total math given in the spring of 1986, or must have a comparable national percentile score on a standardized test given within the last twelve months.

   c. without test scores must follow procedures as indicted in 2a - 2c.

DELIVERY OF SERVICE:

Reading: Students will receive supplementary reading instruction by teachers utilizing the whole language approach for approximately forty (40) minutes four days per week except those weeks when Chapter I staff development activities are scheduled.

Math: Students will receive supplementary math assistance by tutors for approximately thirty (30) minutes, five days per week except those weeks when Chapter I staff development activities are scheduled.

INSTRUCTIONAL PROCEDURES:

The classroom teacher:

(1) delivers the initial instruction in reading and math to the Chapter I student.

(2) determines the specific reading and/or math skills to be remediated by Chapter I personnel.

(3) communicates with Chapter I teachers and tutors monthly to articulate students' needs.

(4) indicates skills needing remediation for each Chapter I student by checking the Skills Assigned (SA) column of the Coordination Form.

(5) documents monthly communication with Chapter I teachers and tutors by initialing, dating, and noting any appropriate comments on the Coordination Forms.

1/chap/169/D.2

Non-Public Fact Sheet

The Chapter I Teacher:

(1) supports the regular classroom reading instruction by providing supplementary reinforcement of identified reading skills via an alternative approach which integrates language processes - listening, speaking, writing, and reading.

(2) teaches students individually or in groups not to exceed eight (8) at any one time.

(3) communicates with classroom teachers monthly to coordinate students' progress and to document communication on the Coordination Forms.

(4) documents presentation (S/P) of skills for each student by checking the appropriate column of the Coordination Form.

The Chapter I Math Tutor:

(1) works with students individually or in groups not to exceed three (3) at any one time.

(2) works with students on enabling skills that support the regular classroom math instruction.

(3) provides understanding through experiences that reinforce mathematical algorithms by modeling and using concrete objects before proceeding to drill activities.

(4) uses a variety of materials/activities including computer software programs to reinforce skills.

(5) communicates with each classroom teacher monthly to coordinate students' progress and to document communication on the Coordination Forms.

(6) documents presentation (S/P) of skills for each student by checking the appropriate column on the Coordination Form.

1/CHAP/168.30

ORANGE COUNTY, FLORIDA

ECIA CHAPTER I NON-PUBLIC
READS TEACHER SUPERVISOR

JOB DESCRIPTION

1. Supervise READS teachers and tutors in ECIA Chapter I non-public schools.

2. Serve as liaison between non-public schools and Orange County district level Chapter I staff.

3. Facilitate communication with non-public school principals.

5. Design and schedule inservice training for READS staff.

6. Coordinate implementation of physical features of program set-up.

6. Assume the responsibility of coordinating and maintaining the documental records for local, state, and federal agencies, such as:

   a. Rosters
   b. Testing documents
   c. Testing referrals
   d. Behavioral checklists
   e. Student release forms
   f. Requisition forms
   g. Reading and math expenditure forms
   h. Inventories
   i. Coordination forms
   j. Orientation sign-in sheets
   k. Schedules/plans

7. Schedule meetings with READS teachers and tutors to articulate and coordinate program needs.

8. Provide orientation for parents, teachers, and tutors.

9. Interview and recommend READS teachers and tutors for employment.

10. Provide instruction to eligible Chapter I non-public students.

11. Observe READS teachers and tutors during instructional sessions to determine inservice needs.

12. Verify that teachers' and tutors' plans document coordination of skills prescribed on the Coordination Forms.

13. Assign students and coordinate schedules of teachers and tutors.

14. Substitute for teachers and tutors during absences. (NOTE: Teacher substitute provided first day of absence. Tutor substitute provided on second day of absence.)

1/chap/168.48

READS TEACHER SUPERVISOR, JOB DESCRIPTION, continued

QUALIFICATIONS:

EDUCATION: The READS Teacher Supervisor mush have a Master's degree and be certified in Elementary Education.

EXPERIENCE: The READS Teacher Supervisor must have a minimum of five (5) years successful elementary/remedial classroom teaching experience.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
NON-PUBLIC
READING SUPPORT TEACHER JOB DESCRIPTION

The Chapter I Reading Support Teacher supports the reading instruction of the regular classroom. The Chapter I Reading Support Teacher will utilize the "Whole Language Approach" (listening, speaking, reading, and writing) in remediating the prescribed skills previously taught by the classroom teacher.

TYPICAL DUTIES:

1. Delivers instructional sessions of approximately forty (40) minutes weekly to no more than eight (8) students in a group per session.

2. Communicates with each classroom teacher monthly, or more often if necessary to coordinate the needs of Chapter I reading students. (Identification of skills needing remediation will be documented via the Coordination Forms.)

3. Maintains coordination forms, schedules and plans.

4. Sends parent letters prior to Chapter I services.

5. Assumes the responsibility of coordinating, facilitating and maintaining the documental records for local, state and federal agencies.

   a. Rosters
   b. Testing documents
   c. Testing referrals
   d. Behavioral checklists (math and reading)
   e. Student release forms
   f. Requisition forms
   g. Reading amd math expenditure forms
   h. Inventories

6. Administers the Comprehensive Tests of Basic Skills (CTBS) to referred students for math and reading.

7. Organizes materials and equipment in the designated Chapter I location.

8. Orders appropriate authorized reading/math materials and supplies to meet students' needs. Maintains copies of all requisition/expenditure forms.

9. Maintains a record of materials and supplies ordered by dating receipt of items on the blue copy of the requisition form. (Indicate back orders by BO)

10. Provides orientation activities for parents, faculty, and teachers of grades 1-5, including new teachers hired after the initial orientation.

1/CHAP/168/A

Chapter I Reading Support Teacher
Non-Public Job Description

11. Serves as Parenting Department liaison.

12. Confers with assigned district level Chapter I staff.

13. Other duties as assigned by Chapter I district staff.

QUALIFICATIONS:

EDUCATION: The Chapter I Reading Support Teacher must be certified in Elementary Education.

EXPERIENCE: The Chapter I Reading Support Teacher must have a minimum of three (3) years successful elementary teaching experience.

1/CHAP/168/A.1

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I NON-PUBLIC
MATH TUTOR JOB DESCRIPTION

The Chapter I Math Tutor supports the math instruction of the regular classroom. The tutor will assist with the instructional process for target students by providing activities to reinforce skills previously taught by the classroom teacher.

TYPICAL DUTIES:

1. Delivers tutorial sessions of approximately thirty (30) minutes weekly to no more than three (3) students in a group except those weeks in which Chapter I staff development activities are scheduled.

2. Communicates with each classroom teacher monthly or more often if necessary to obtain skill prescriptions and to discuss students' progress.

3. Maintains plan sheets that reflect coordination between the regular school program and the Chapter I supplemental program.

4. Works with students on enabling skills that support the regular classroom math instruction.

5. Provides understanding through experiences that reinforce mathematical algorithms by modeling and using concrete objects before proceeding to drill activities.

6. Uses a variety of materials/activities including computer software programs to reinforce skills.

7. Documents monthly conferences with each classroom teacher by initialing the Coordination form for each Chapter I student served.

8. Documents presentation (S/P) of skills for each student by checking the appropriate column on the Coordination Form.

9. Assumes the responsibility of maintaining the documental records necessary for program implementation.

   a. Schedules
   b. Plans
   c. Coordination Forms

10. Notifies immediately and submits the Coordination Forms to the Chapter I Reading Support Teacher when a student is withdrawn from the program.

11. Assists the Chapter I teacher in the organization and maintenance of materials.

12. Attends Chapter I staff development activities.

1/CHAP/168

13. Assists in maintaining an inventory of materials and equipment.

14. Meets with the Chapter I Supervising Teacher to articulate program needs.

15. Confers with assigned district level Chapter I staff.

16. Other duties as assigned.

QUALIFICATIONS:

EDUCATION: The math tutor should possess a high school diploma or G. E. D. equivalent.

EXPERIENCE: Prior work experience with children is desirable.

_____
Date

Dear Parent:

Based on the results of achievement tests, your child _____ has qualified for participation in the ___ Reading Component and/or ___ Math Component of the ECIA Chapter I Program. This program is a supplemental Reading and Math Program in the first, second and fourth grades.

We feel that the Chapter I Program will give your child the boost in reading/math that will improve his/her performance in these areas. With the use of Chapter I funds, we are able to provide instructional personnel to support the classroom teacher and to give your child more individual attention.

You are urged to become involved at the district level by attending the parent meetings. The meetings will be held at least (2) times a year to discuss Federal and State Guidelines and to entertain your suggestions concerning future goals for the project. Your involvement in the district's efforts to meet your child's educational needs is encouraged.

We hope you will be pleased with our efforts to provide the best education possible for your child.

Sincerely,

Louis L. Foster
Chapter I Senior Administrator

_____
Classroom Teacher

_____
Principal

_____
Chapter I (Reading)

_____
Chapter I (Math)

Cut on dotted line and return this portion to your child's school.

☐ I plan to attend the parent meetings.

I prefer meetings to be held ☐ Morning ☐ Afternoon ☐ Evening
(Please check one)

☐ I am not able to attend the parent meetings, but would like to be informed about Chapter I events (open house, workshops, etc.).

Comments: _____

_____
Child's Name

_____
Parent/Guardian Signature

_____
School

_____
Home Phone

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
NON-PUBLIC
DOCUMENTATION RECORDS

TEST RECORDS

a. Test booklets for first through third grades
b. Answer sheets for fourth and fifth grades

After verification by Chapter I district staff, these documents will be removed for storage and retained for (5) five years.

REQUEST FOR TESTING

The request for testing form provides a part of the testing documentation needed to verify that the student has been placed below grade level in reading or has math deficits and there are no existing test scores. These forms are to be filed and retained for (5) five years.

TESTING RECORD

The testing record provides a part of the testing documentation needed to verify completion of testing and the disposition of each case. These forms are to be filed and retained for (5) five years.

BEHAVIORAL CHECKLISTS

The behavioral checklist is one part of the selection criteria to determine student eligibility. A behavioral checklist must be completed for each first grade reading/math applicant. (See Fact Sheet: Selection Criteria) Checklists are to be filed and retained for (5) five years.

STUDENT RELEASE FORMS

Student release forms document that students previously identified as eligible for Chapter I services are no longer receiving those services. Parent signatures are required. Forms are to be filed and retained for (5) five years.

STUDENT ROSTER/MAINTENANCE FORM

The roster documents that eligible students are receiving appropriate Chapter I services. The monthly Student Roster Reports are to be filed and retained for (5) five years.

COORDINATION FORMS

Coordination forms provide documentation that the classroom teacher has prescribed specific skills for remediation and that communication has occurred monthly between classroom teacher and Chapter I personnel. These forms are to be kept updated and retained until the end of the current school year.

SCHEDULES

Schedules provide records needed to document that the required amounts of services are being provided to eligible target students. New schedules need to be submitted anytime there is a change in student contacts and/or a change in time students are served. Schedule sheets are to be filed and retained until the end of the current school year.

1/CHAP/168.23

INSTRUCTIONAL GROUP ASSIGNMENTS

This form lists students by groups for whom instructional plans are made. Current group assignments need to be updated as needed and retained until the end of the current school year.

PLAN SHEETS

Plan sheets provide records needed to document that skills prescribed by the classroom teachers are being reinforced/remediated. Plans for how the skills are to be reinforced/remediated need to be completed prior to student contact. Plan sheets are to be filed and retained for three (3) years.

REQUISITIONS

Requisitions will originate at the school site. The blue copy is to be retained by the Chapter I Teacher until the end of the current school year.

EXPENDITURE FORM/BUDGET ALLOCATION MEMO

The reading and math expenditure forms will provide a record of purchase and a current balance. These forms are to be updated after each purchase and retained along with the budget allocation memo until the end of the current school year.

PROPERTY INVENTORY/INSTRUCTIONAL MATERIALS INVENTORY

Verify all equipment and furniture listed on the property inventory print-out; provide an up-to-date inventory of all instructional materials; i.e. kits, games, books, etc.

OBSERVATION REPORT

The observation report documents articulation of the child's program between home and school. Retain until the end of the current school year.

INSERVICE/ORIENTATIONS

Inservice announcements document that opportunities have been extended to Chapter I personnel to participate in staff development activities. These memos are to be filed and retained until the end of the current school year.

Sign-in sheets for orientation activities at your school site for teachers and/or parents document that this service has been provided by Chapter I personnel. These records are to be retained until the end of the current school year.

1/CHAP/168.24

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
ORIENTATION SIGN-IN SHEET

SCHOOL _____ DATE _____

NAME	POSITION

1/CHAP/169/X
7/21/86

ORANGE COUNTY, FLORIDA
ECIA CHAPTER 1
NON-PUBLIC
ADDRESS VERIFICATION FORM

SCHOOL _____ DATE COMPLETED _____

GRADE	NAME (last name first)	ADDRESS (include zip)	PUBLIC SCHOOL ZONE

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
NON-PUBLIC
STUDENT RELEASE FORM

Student's Name _____ Grade _____

School _____ Date _____

He/She will no longer receive Chapter I services because his/her parents do not wish the child to participate in Chapter I at this time.

_____
Parent's/Guardian's Signature

1/CHAP/168/0

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
READING COORDINATION FORM

INTRODUCTION:

The purpose of the coordination form is to insure meaningful coordination/support to the regular classroom teacher's reading prescription for each target student. The listing of skills on this form constitutes a range of reading and language-related skills. Through use of a whole language approach, language-related skills can be woven together into a smooth and meaningful flow of instruction.

STUDENT _____ GRADE _____

READING TEACHER _____ CHAPTER I TEACHER _____

READING SERIES PLACEMENT _____ DATE _____/_____
(Name and level of book) (Entry) (Withdrawal)

QUALIFYING TEST SCORE _____ % ile INST. GROUP # _____

CHAPTER I CHECKLIST OF READING AND LANGUAGE RELATED SKILLS:

LISTENING

S/A S/P
( ) ( ) 1. Listens to simple stories or short poems (attention span).
( ) ( ) 2. Memorizes poems and songs
( ) ( ) 3. Answers/solves a simple riddle from verbal clues.
( ) ( ) 4. Listens and follows discussion
( ) ( ) 5. Interprets prose, poetry, and song through creative body movement, pantomime
( ) ( ) 6. After hearing a short and simple story read, can tell main themes

SPEAKING

( ) ( ) 7. Expresses needs, desires, and feelings verbally
( ) ( ) 8. Participates verbally in imaginative play
( ) ( ) 9. Contributes to group discussion
( ) ( ) 10. Describes story characters and their feelings
( ) ( ) 11. Uses the words over, back, front, top, bottom, near, far, behind, above, beside, longer, and shorter to demonstrate understanding of spacial relationships
( ) ( ) 12. Uses the words, today, yesterday, tomorrow, before, after, sooner, and later to demonstrate understanding of relative time concepts
( ) ( ) 13. Uses first, last, left, right, top, bottom, inside, outside, beginning, and ending to demonstrate an understanding of the concept of place
( ) ( ) 14. Verbally expands simple sentences using adjectives, adverbs, prepositional phrases
( ) ( ) 15. Recalls and shares information
( ) ( ) 16. Relates a sequence of events
( ) ( ) 17. Hypothesizes
( ) ( ) 18. Uses different speaking modes: conversation, discussion, interviewing, making announcements, giving directions, story telling, reporting
( ) ( ) 19. Asks relevant questions

READING

( ) ( ) 20. Recognizes central meaning
( ) ( ) 21. Recognizes cause/effect relationships
( ) ( ) 22. Recognizes problems and their solutions
( ) ( ) 23. Makes predictions
( ) ( ) 24. Relates literature to personal life
( ) ( ) 25. Distinguishes between fact/fantasy/opinion
( ) ( ) 26. Draws conclusions
( ) ( ) 27. Makes judgments
( ) ( ) 28. Makes comparisons
( ) ( ) 29. Recognizes mood
( ) ( ) 30. Elaborates/expands on the text
( ) ( ) 31. Classifies/categorizes information

COORDINATION DOCUMENTATION

S/P

( ) ( ) 32. Recalls facts/details
( ) ( ) 33. Locates information
( ) ( ) 34. Uses a table of contents
( ) ( ) 35. Relates pictures to print
( ) ( ) 36. Follows directions
( ) ( ) 37. Recognizes literary formats

Date _____
LEA _____ Chapter I _____
Comments _____

Understanding Sentences

( ) ( ) 38. Notes syntactic patterns (sentence structure)
( ) ( ) 39. Notes rhythm
( ) ( ) 40. Uses syntactic cues
( ) ( ) 41. Transforms sentences
( ) ( ) 42. Expands sentences
( ) ( ) 43. Reduces sentences
( ) ( ) 44. Notes parts of speech
( ) ( ) 45. Notes types of sentences
( ) ( ) 46. Understands punctuation

Date _____
LEA _____ Chapter I _____
Comments _____

Understanding Words

( ) ( ) 47. Uses semantic cues (word meaning)
( ) ( ) 48. Uses syntactic cues (sentence structure)
( ) ( ) 49. Uses phonographemic cues (sound/symbol relationships)
( ) ( ) 50. Uses context clues
( ) ( ) 51. Recognizes sight words
( ) ( ) 52. Notes rhyme
( ) ( ) 53. Notes syllables
( ) ( ) 54. Develops vocabulary
( ) ( ) 55. Uses visual discrimination clues (word and letter recognition)
( ) ( ) 56. Uses auditory discrimination clues
( ) ( ) 57. Alphabetizes/orders information

Date _____
LEA _____ Chapter I _____
Comments _____

WRITING

( ) ( ) 58. Labels components of a scene
( ) ( ) 59. Organizes information
( ) ( ) 60. Uses literary patterns
( ) ( ) 61. Uses different modes (letter, story, instructions, lists)
( ) ( ) 62. Uses content editing (drafting, revising)

Date _____
LEA _____ Chapter I _____
Comments _____

S/A Skill Assigned (LEA)

S/P Skill Presented (Ch. I)

Date _____
LEA _____ Chapter I _____
Comments _____

1/mf/167.3
6/09/86

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
MATH COORDINATION FORM

INTRODUCTION:

The purpose of the coordination form is to insure meaningful coordination/support to the regular classroom teacher's math prescription for each target student. The listing of skills on this form constitutes a wide range of math.

STUDENT _____ GRADE _____

MATH TEACHER _____ CHAPTER I TUTOR _____

QUALIFYING TEST SCORE _____ % ile DATE _____/_____
(Entry) (Withdrawal)

CHAPTER I CHECKLIST OF MATH SKILLS:

NUMERATION

S/A S/P

( ) ( ) 1. Identify top, bottom, left, right, inside, and outside positions
( ) ( ) 2. Classify objects by common attributes
( ) ( ) 3. Match sets to show the same number
( ) ( ) 4. Recognize, copy, and extend linear patterns/spacial patterns
( ) ( ) 5. Identify which of two sets has more or fewer objects
( ) ( ) 6. Compare numbers 0 to 20
( ) ( ) 7. Write numbers for sets of 5 to 31 objects
( ) ( ) 8. Order numbers 0 to 31
( ) ( ) 9. Count, write, and order numbers for a set of 0 to 12 objects
( ) ( ) 10. Count on or back with numbers 0 to 12
( ) ( ) 11. Recognize and use ordinal numbers to tenth
( ) ( ) 12. Read, write and order 2-digit numbers.
( ) ( ) 13. Read, write, and count numbers through 100 in order
( ) ( ) 14. Skip count by twos, threes, fives, and tens
( ) ( ) 15. Identify even and odd numbers
( ) ( ) 16. Compare numbers through 100
( ) ( ) 17. Recognize and use ordinal numbers through twenty-sixth
( ) ( ) 18. Read and write 3-digit numbers for objects grouped by hundreds tens, and ones.
( ) ( ) 19. Read, write, count, and order numbers through 999
( ) ( ) 20. Use money notation through three digits
( ) ( ) 21. Identify the greater or lesser of two 3-digit numbers
( ) ( ) 22. Round to the nearest ten, hundred, thousand or dollar
( ) ( ) 23. Read, write and compare numbers through four digits
( ) ( ) 24. Read and write numbers through six digits
( ) ( ) 25. Write standard numbers for Roman numerals
( ) ( ) 26. Read and write numbers through nine digits
( ) ( ) 27. Count coins and dollars, make change and use money notation

ADDITION

( ) ( ) 1. Find sums by adding 1 or 2 more
( ) ( ) 2. Recall addition facts where one addend is 1, 2, 3, or 0
( ) ( ) 3. Recall addition facts to 5, 10, 12, 18
( ) ( ) 4. Add three 1-digit numbers where sums are 12 or less
( ) ( ) 5. Add two or three 2-digit numbers without trading, including money
( ) ( ) 6. Add three or four 1-digit numbers
( ) ( ) 7. Add 2 or 3 2-digit numbers with trading, including money
( ) ( ) 8. Add 3-digit numbers without trading including money
( ) ( ) 9. Estimate sums by rounding to the nearest ten, hundred, or dollar
( ) ( ) 10. Find sums of up to four 3-digit addends
( ) ( ) 11. Add 4-digit numbers including money
( ) ( ) 12. Add 5-digit numbers including money
( ) ( ) 13. Solve word problems

SUBTRACTION

S/A S/P

( ) ( ) 1. Find differences by subtracting 1 or 2
( ) ( ) 2. Recall subtraction facts through 5, 10, 12, 14, 18 including money
( ) ( ) 3. Recall subtraction facts where the subtrahend is 1, 2, 3, or 0
( ) ( ) 4. Subtract 2-digit numbers without trading, including money
( ) ( ) 5. Subtract 2-digit numbers with trading
( ) ( ) 6. Subtract 3-digit numbers without trading
( ) ( ) 7. Subtract 3-digit numbers with trading including money
( ) ( ) 8. Estimate differences by rounding to the nearest ten, hundred, or dollar
( ) ( ) 9. Subtract 4 and/or 5-digit numbers including money
( ) ( ) 10. Solve word problems

MULTIPLICATION

( ) ( ) 1. Find products using related pictures
( ) ( ) 2. Recall multiplication facts through 5 x 5, 9 x 5, 9 x 9 including order property
( ) ( ) 3. Use multiplication facts to multiply three numbers and to find missing factors
( ) ( ) 4. Multiply 2-digit factors, 3-digit factors, 4-digit factors by 1-digit factors including money
( ) ( ) 5. Identify multiples of 1-digit numbers
( ) ( ) 6. Identify a missing factor given a product and one factor
( ) ( ) 7. Identity factors of numbers less than 20
( ) ( ) 8. Find products of multiples of 10, 100, and 1,000
( ) ( ) 9. Estimate products by rounding a factor to the nearest ten, hundred, or dollar
( ) ( ) 10. Multiply 2-digit factors, 3-digit factors by 2-digit factors including money
( ) ( ) 11. Solve word problems

DIVISION

S/A S/P

( ) ( ) 1. Find quotients using related pictures
( ) ( ) 2. Find quotients when the divisor is 1 through 5 using related multiplication facts
( ) ( ) 3. Recall division facts
( ) ( ) 4. Divide by 1-digit divisors to find 2-digit quotients
( ) ( ) 5. Divide by 1-digit divisors to find 3-digit quotients
( ) ( ) 6. Find averages
( ) ( ) 7. Estimate quotients by rounding to the nearest ten or dollar
( ) ( ) 8. Divide by 2-digit divisors to find 1-digit quotients
( ) ( ) 9. Divide by 2-digit divisors to find 2-digit quotients
( ) ( ) 10. Solve word problems

FRACTIONS

( ) ( ) 1. Identify halves of a region or set
( ) ( ) 2. Identify halves, thirds, and fourths of an object or set using related pictures
( ) ( ) 3. Find fractional parts of numbers using related pictures
( ) ( ) 4. Compare fractions, using related pictures
( ) ( ) 5. Compare fractions by finding equivalent fractions with like denominators
( ) ( ) 6. Find equivalent fractions and fractions reduced to lowest-terms
( ) ( ) 7. Write whole or mixed numbers fractions greater than 1
( ) ( ) 8. Add and subtract fractions with unlike denominators
( ) ( ) 9. Multiply and divide fractions with like and unlike denominators

DECIMALS

( ) ( ) 1. Write decimals to represent ones and tenths
( ) ( ) 2. Find differences of one-place decimals
( ) ( ) 3. Write decimals through hundredths including money
( ) ( ) 4. Compare decimals through hundredths
( ) ( ) 5. Find sums and differences of decimals through thousandths
( ) ( ) 6. Find products of decimals through thousandths

MEASUREMENT

S/A S/P

( ) ( ) 1. Identify the tallest, longest, or shortest of three objects
( ) ( ) 2. Identify which container holds more or less
( ) ( ) 3. Measure length using nonstandard units
( ) ( ) 4. Measure length using standard units
( ) ( ) 5. Measure to the nearest inch
( ) ( ) 6. Choose appropriate units of capacity or weight, and read a Fahrenheit thermometer
( ) ( ) 7. Find area by counting squares; find volume by counting cubes
( ) ( ) 8. Estimate length using inches, feet, yards, and miles; measure length to the nearest 1/4 inch
( ) ( ) 9. Find the perimeter by adding the lengths of the sides
( ) ( ) 10. Find perimeter in inches and area in square inches
( ) ( ) 11. Find area by multiplying length times width; find volume by multiplying length times width times height
( ) ( ) 12. Estimate weight using ounces, pounds and tons.
( ) ( ) 13. Estimate capacity using cups, pints, gallons; estimate weight using pounds; estimate temperature using degrees Fahrenheit

Graphs

( ) ( ) 1. Make and interpret tally charts and bar graphs; interpret picture graphs
( ) ( ) 2. Use number pairs to locate and name points on coordinate graphs

Time

( ) ( ) 1. Identify which of three activities occurred first, next and last
( ) ( ) 2. Identify which of two activities takes more or less time
( ) ( ) 3. Tell time to the hour and half hour; read a calendar
( ) ( ) 4. Tell time by reading a 12-hour clock, a calendar, or a time zone chart; tell time before or after a given time

Money

S/A S/P

( ) ( ) 1. Count pennies through 12¢
( ) ( ) 2. Recognize the value of nickels and dimes
( ) ( ) 3. Count groups of coins up to 99¢
( ) ( ) 4. Count coins and dollars, make change and use money notation through three digits

Metric

( ) ( ) 1. Find perimeter in centimeters by measuring and adding the lengths of the sides
( ) ( ) 2. Estimate length using meters and kilometers
( ) ( ) 3. Estimate capacity using liters and milliliters; estimate weight using grams and kilograms; estimate temperature using degrees Celsius

Geometry

( ) ( ) 1. Identify solid shapes that are ball shaped, can shaped and box shaped
( ) ( ) 2. Identify circles, squares, triangles and rectangles
( ) ( ) 3. Identify triangles, squares and rectangles and give the numbers of sides and corners
( ) ( ) 4. Recognize when two figures appear to be the same shape and/or size
( ) ( ) 5. Complete shape patterns and identify whether an object is inside, outside or on a plane figure
( ) ( ) 6. Recognize when a figure appears to have a line of symmetry
( ) ( ) 7. Identify cubes, spheres, cylinders, rectangular prisms, squares, rectangles, circles, and triangles
( ) ( ) 8. Identify segments, angles, and right angles
( ) ( ) 9. Identify space and plane figures and count their vertices, faces and sides
( ) ( ) 10. Identify and name points, lines, segments, parallel and intersecting lines, rays, angles and right angles

S/A Skill Assigned (LEA)
S/P Skill Presented (Ch. I)

ADDITIONAL SKILLS

COORDINATION DOCUMENTATION

SEPTEMBER

Date _____
LEA _____ Chapter I _____
Comments _____

OCTOBER

Date _____
LEA _____ Chapter I _____
Comments _____

NOVEMBER

Date _____
LEA _____ Chapter I _____
Comments _____

DECEMBER

Date _____
LEA _____ Chapter I _____
Comments _____

JANUARY

Date _____
LEA _____ Chapter I _____
Comments _____

FEBRUARY

Date _____
LEA _____ Chapter I _____
Comments _____

MARCH

Date _____
LEA _____ Chapter I _____
Comments _____

APRIL

Date _____
LEA _____ Chapter I _____
Comments _____

MAY

Date _____
LEA _____ Chapter I _____
Comments _____

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
READING-FIRST GRADE
NON-PUBLIC
BEHAVIORAL CHECKLIST

_____ _____ _____
Student Date School

DIRECTIONS

Check behavioral characteristics with which student has difficulty.

_____ 1. Copying letters and shapes
_____ 2. Matching forms according to size and shape
_____ 3. Matching letters
_____ 4. Repeating patterns using colors, pictures and shapes
_____ 5. Scanning visually left to right
_____ 6. Repeating sequence of sounds (verbal and non-verbal)
_____ 7. Stating personal information (name, address, phone number)
_____ 8. Distinguishing between real and make-believe
_____ 9. Perceiving cause and effect
_____ 10 Communicating ideas orally
_____ 11. Working independently
_____ 12. Following directions
_____ 13. Recognizing letter names
_____ 14. Identifying first, last, top, middle, and bottom
_____ 15. Repeating a sentence
_____ 16. Matching beginning sounds
_____ 17. Retelling story in own words
_____ 18. Describing simple objects or experiences
_____ 19. Listening attentively
_____ 20. Interacting socially with other children

Total number of checks _____

Classroom Teacher's Signature _____

1/CHAP/168/F AB0041

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
MATH-FIRST GRADE
NON-PUBLIC
BEHAVIORAL CHECKLIST

Student	Date	School

DIRECTIONS

Check behavioral characteristics with which student has difficulty.

_____ 1. Working independently
_____ 2. Following directions
_____ 3. Demonstrating manual dexterity
_____ 4. Identifying top, bottom, left, right, inside, and outside positions
_____ 5. Classifying objects by a common attribute
_____ 6. Recognizing and extending a linear pattern
_____ 7. Matching sets to show the same number
_____ 8. Identifying the tallest, longest, or shortest of three objects
_____ 9. Identifying which of two sets has more or fewer objects
_____ 10. Identifying which of three activities occurred first, next, and last
_____ 11. Identifying which of two activities takes more or less time
_____ 12. Recognizing and copying numbers and shapes
_____ 13. Identifying circles, squares, and triangles and rectangles
_____ 14. Identifying solid shapes that are ball shaped, can shaped, and box shaped
_____ 15. Identifying halves of a region or set
_____ 16. Recognizing numbers for sets of 0 to 12 objects
_____ 17. Writing numbers 0 to 12
_____ 18. Ordering numbers 0 to 12
_____ 19. Recognizing ordinal position, first through fifth
_____ 20. Counting pennies through 12¢

Total number of checks _____

Classroom Teacher's Signature _____

1/CHAP/168/F.1 AB00410

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
NON-PUBLIC REQUEST FOR TESTING

TO: _____, Chapter I Reading Support Teache

FROM: _____, Classroom Teacher

DATE: _____

STUDENT: _____ I.D.# _____ GRADE _____

Note: This form is to be completed only for students without existing test scores.

Reading First Grade

_____ 1. This student has been observed for a period of three weeks and exhibits reading deficits. (Please attach a copy of the Reading-First Grade Behavioral Checklist.)

Reading - Grades 2-5

_____ 2. This student is placed in a reading book which is one (1) year below grade level.

_____
Identify Reader

Math

_____ 3. This student has been observed for a period of three weeks and exhibits math deficits. (If student is in first grade, please attach a copy of the Math-First Grade Behavioral Checklist.)

TO BE COMPLETED BY CHAPTER I READING SUPPORT TEACHER

	Check One		
		Qualifies	Does Not Qualify
1. Record CTBS Total Reading Percentile	_____	_____	_____
2. Record CTBS Total Mathematics Percentile	_____	_____	_____

1/CHAP/168.39

ORANGE COUNTY PUBLIC SCHOOLS ECIA CHAPTER I
STUDENT ROSTER/MAINTENANCE FORM
NON-PUBLIC

PAGE NUMBER ___ (DUP) (28 29 30)

SCHOOL NAME _____ CHAPTER I TEACHER _____ DATE _____

SCHOOL YEAR (1 2) ___ (DUP) COUNTY (3 4) 48 (DUP)

STUDENT NAME	* GRADE (5 6)	** SEX (7)	*** COMPONENT CODE (8)	TEST %'s R (9 10)	TEST %'s M (11 12)	BIRTH YEAR (13 14)	**** RACE (15)	ENTRY DATE (16 17 18 19 20 21)	DROP DATE (22 23 24 25 26 27)
_____									
_____									
_____									
_____									
_____									
_____									
_____									
_____									
_____									
_____									
_____									
_____									
_____									
_____									
_____									
_____									

* GRADE = numeric e.g. Ø4, Ø2

** SEX = M for Male
F for Female

*** COMPONENT CODE = R, M, or B
(R) = reading
(M) = math
(B) = Both

**** RACE = White-1;
Black-1; Hispanic-3;
Asian or Pacific Islander-4;
American Indian-5

NOTE: Do not include dashes (-) or slashes (/) in ENTRY or DROP DATES.

1/chap/168.22

AB00407

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
STUDENT ROSTER/MAINTENANCE FORM DIRECTIONS

1. SCHOOL YEAR
   Fields 1-2 Must indicate current school year. (86)
   (School year will not change in January, it will still be 86.)
2. COUNTY
   Fields 3-4 County Number (48)
3. STUDENT NAME Last name first
4. GRADE
   Fields 5-6 Lead zeros must be used, e.g. 04, 01.
   A separate sheet must be used for each grade level.
5. SEX
   Field 7 Use M or F to indicate sex.
6. COMPONENT CODE
   Field 8 Use R or M to indicate single component contacts. Use B to indicate double contacts.
7. TEST PERCENTILES
   Fields 9-12 Lead zeros must be used for single digits.
8. BIRTH YEAR Example: 86
   Fields 13-14
9. RACE
   Field 15 Use 1 for White, non-Hispanic
   Use 2 for Black, non-Hispanic
   Use 3 for Hispanic
   Use 4 for Asian/Pacific
   Use 5 for American Indian/Alaskan native
10. ENTRY DATE/DROP DATE
    Fields 16-27 Do not include dashes or slashes in dates. Lead zeros will be needed for single digit months.
11. PAGE NUMBER
    Fields 28-30 Each month begin with page 1 and number following pages consecutively.
12. DATE Date report is submitted.

1/chap/168.25

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
INSTRUCTIONAL GROUP ASSIGNMENTS

INSTRUCTIONAL GROUP # _____

STUDENTS	CLASSROOM TEACHER	GRADE	RDG. LEVEL

INSTRUCTIONAL GROUP # _____

CHAPTER I TEACHER _____ TOTAL # OF STUDENTS SERVED _____

SCHOOL _____ COPIES:
Principal (1)

DATE _____ Chapter I Program Consultant (2)

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
READING PLAN SHEET

WEEK OF: _____ CHAPTER I TEACHER: _____

GROUP: _____ GRADE: _____ VERIFICATION: _____

TIME: M _____ T _____ W _____ TR _____ F _____

	INSTRUCTIONAL STRATEGIES
Text: Title/Page: Skills:	
Text: Title/Page: Skills:	
Text: Title/Page: Skills:	
Text: Title/Page: Skills:	

I/CHAP/169.3

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TUTOR PLAN SHEET

GRADE(S)	STUDENT(S)

TUTOR: _____

WEEK OF: _____

VERIFICATION: _____

	SKILLS	MATERIALS/ACTIVITIES
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TUTOR PLAN SHEET DIRECTIONS

(1) Indicate grade level and names of students served. If plans are for more than one student, the skills prescribed for remediation must be the same.

(2) Use the Coordination Form to assist in writing a brief explanation of the skill. (See sample plan sheet)

(3) Indicate materials/activities to be used to remediate skills.

(4) Briefly describe planned activities-how materials will be used.

(5) Verification of appropriate planning will be documented by Chapter I personnel.

1/CHAP/169.46

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
SAMPLE TUTOR PLAN SHEET

GRADE(S)	STUDENT(S)

TUTOR: _____

WEEK OF: _____

VERIFICATION: _____

	SKILLS	MATERIALS/ACTIVITIES
MONDAY	Numeration #6 Compare numbers 0 - 20	Unifix cubes: 6 orange, 5 white, 9 blue Have students sort cubes and compare sets using the vocabulary greater than, less than, equal to. Make "real" graphs by placing cubes on graph chart. Give oral math sentence for graph info.
TUESDAY	Same	Buttons, bottle caps, sea shells. Review and graph items on chart. Give chart info orally and write math statement using symbols, e.g., $7 > 3$, $3 < 7$. (Touch, see, say, write)
WEDNESDAY	Same	Cards with symbols and blanks for numbers. Play game. Students complete math sentence (6 is greater than 2) before spinning for move.
THURSDAY	Same	Four sets of number cards 0-12. Dominoes. Play game "High Number." See page 27 in Book 1, Addison-Wesley. Give each student 5 dominoes. Give oral math sentence for each.
FRIDAY	Same	Dominoes Play Dominoes. Player gives math sentence for each domino placed, e.g., three is less than six, six is equal to six.

CHECKLIST FOR TUTOR PLAN SHEET

SCHOOL _____ DATE _____

TUTOR'S NAME _____ VERIFICATION _____

	YES	NO
Skills have been prescribed by the classroom teacher.	_____	_____
A plan was made for each student prior to the service.	_____	_____
Plans include: skill to be reinforced	_____	_____
materials	_____	_____
activities	_____	_____
Classroom teacher has initialed the Coordination Form monthly.	_____	_____

COMMENTS: _____

_____

CHECKLIST FOR TUTOR PLAN SHEET

SCHOOL _____ DATE _____

TUTOR'S NAME _____ VERIFICATION _____

	YES	NO
Skills have been prescribed by the classroom teacher.	_____	_____
A plan was made for each student prior to the service.	_____	_____
Plans include: skill to be reinforced	_____	_____
materials	_____	_____
activities	_____	_____
Classroom teacher has initialed the Coordination Form monthly.	_____	_____

COMMENTS: _____

_____

1/chap/169.7

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TUTOR OBSERVATION CHECKLIST

Name of Tutor _____

Date of Observation _____

Observed by _____

Grade _____ Time _____

	S	S/R	NI
1. Shows understanding of skills/concepts being presented.	____	____	____
2. Uses manipulatives and modeling, to promote understanding of enabling skills before moving on to the abstract.	____	____	____
3. Writes plans that reflect resourcefulness, creativity, and coordination with classroom instruction.	____	____	____
4. Selects and uses a variety of activities that are appropriate for the ability level of students.	____	____	____
5. Demonstrates a positive attitude which contributes to the student's self image.	____	____	____
6. Uses planning time constructively.	____	____	____
7. Is receptive and responsive to suggestions aimed at improving his/her effectiveness as a tutor.	____	____	____

COMMENTS: _____

_____

Tutor's signature _____

S = Satisfactory
S/R = Satisfactory with Recommendation
NI = Needs Improvememt

Original-Tutor
Copy-Coordinating Teacher

1/CHAP/169.58

ORANGE COUNTY, FLORIDA
E.C.I.A. CHAPTER I
SCHEDULE

TEACHER _____ WORK DAY _____
Reporting Time / Ending Time

SCHOOL _____

DATE SUBMITTED _____ STUDENT'S DAY _____
Beginning Time / Ending Time

TIME	Monday	Tuesday	Wednesday	Thursday	Friday

1/Chap/169.19
7/01/86

Copies: Principal (1)
Program Consultant (2)

ORANGE COUNTY, FLORIDA
E.C.I.A. CHAPTER I
SAMPLE SCHEDULE

Merry Martin
TEACHER
Happy Day School
SCHOOL
9/30/86
DATE SUBMITTED

WORK DAY 7:30 (Reporting Time) 3:00 (Ending Time)
STUDENT'S DAY 8:00 (Beginning Time) 2:15 (Ending Time)

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 8:00	Conference Grade 1 2nd Mon.	Planning ---------->			
8:10 8:50	Group 1	Group 7	Group 4	Group 8	Group 3
8:50 9:30	2	3	6	7	5
9:35 10:15	3	Planning and Break	8	2	8
10:15 10:55	Planning and Break	4	Planning and Break	3	6
10:55 11:35	4	5	1	Planning and Break	Conference 4th Grade 3rd Friday
11:35 12:05	Lunch	Lunch	Lunch	Lunch	Lunch
12:05 12:45	6	8	Tutor Observations	4	2
12:45 1:25	7	2	Tutor Observation	5	1
1:30 2:10	5	1	Conference Grade 2 1st Wed.	6	7
2:10 3:00	Planning and conferences with tutors/teachers ---------->				

1/Chap/169/S
6/30/85

Copies: Principal (1)
Program Consultant (2)

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TUTOR PROGRAM SCHEDULE

DATE: _____

SCHOOL: _____ CHAPTER I PERSONNEL: _____

	Student's Name	Grade	Classroom Teacher	Mon	Tues	Wed	Thur	Fri	Total Weekly Contact
1									
2									
3									
4									
5									
6									
7									
8									
9									
	TOTAL DAILY CONTACT (270 min. daily except Wed.) (210 min. on Wed.)								

Non-Instructional Duties:

	M	T	W	TR	F
Before School					
During School					
After School					
Total *					

*Not to exceed 42 minutes for each day.

Copies: Principal (1); Chapter I District Staff (1); Chapter I Coordinating Teacher (1)

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
READING OBSERVATION REPORT

STUDENT NAME: _____

SCHOOL: _____ GRADE: _____

REPORTING DATE: _____ SCHOOL YEAR: 19___ - 19___

This report has been designed to help you understand your child's progress in **CHAPTER I ONLY.** It is not a report card and has no bearing on promotion. It is being provided to inform you as to how your child is progressing in the Chapter I Reading Program.

Your child is receiving extra help with reading skills in small group settings. In this way, individual attention can be provided. We are sending this special report because children often respond differently in **SMALL GROUPS** than they do in a total classroom environment. Therefore, please consider this report without comparison with others.

CHAPTER I OBSERVATIONS

Participates in basic communication activities:	Shows Progress	Needs Improvement
Listening.....	___	___
Speaking.....	___	___
Reading.....	___	___
Writing.....	___	___

Comments/Suggestions: _____

_____

_____

_____

PREPARED BY: REVIEWED BY:

_____ _____
Chapter I Reading Support Teacher Classroom Teacher

- -

ECIA CHAPTER I

Parent Comments:
If you have any comments, please use space below and return to your child's school.

_____

_____

_____

CHILD'S NAME: _____ GRADE:____ DATE:_____

PARENT/GUARDIAN'S SIGNATURE: _____

1/CHAP/119
03/10/86

*The Chapter I Reading Observation Report is a communication tool to inform parents of Chapter I services being provided for their child. It also provides for increased opportunity for parental involvement.

*These statements are not on the actual report, but for your information.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
READING EXPENDITURE FORM

SCHOOL _____

READING SUPPORT TEACHER _____ ALLOCATION: _____

DATE	ITEM DESCRIPTION	AMOUNT SPENT	BALANCE IN ACCOUNT

1/chap/169.12

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
MATH EXPENDITURE FORM

SCHOOL _____

READING SUPPORT TEACHER _____ ALLOCATION: _____

DATE	ITEM DESCRIPTION	AMOUNT SPENT	BALANCE IN ACCOUNT

1/chap/169.11

REQUISITION

47

TO SUPERINTENDENT OF SCHOOL BOARD OF ORANGE COUNTY, FLORIDA

(1) SUGGESTED SUPPLIER

NAME Central Florida School Supply

ADDRESS 1331 West Church Street

CITY & STATE Orlando, FL 32805 (Zip Code)

(2) WORK LOCATION NUMBER 9600

NAME (School or Dept.) Division of Instruction

ORIGINATOR'S REQ. NO.

Louis L. Foster (REQUESTING PERSON) DATE 7/2/86

PRINCIPAL, DEPT. HEAD, OR DIVISION HEAD (Sign Here) DATE

(3) DELIVER TO (Full Address Inc. Zip Code)

Orange County Schools, Chapter I - Warehouse
410 Woods Avenue
Orlando, FL 32805

(4) ATTN. OF Diane McCallan/Louis L. Foster

(5) SPECIAL PROGRAM:

NAME Chapter I 480-21270-87301

and/or NUMBER 4731

(6) EPRMS Program No.

(7) (INFORMATION REQUIRED ON ALL LINES)

TYPE OF ITEM (I.E. LIBRARY BOOKS, EQUIPMENT, TEXTBOOKS, WORK BOOKS, FILMS, FILMSTRIPS, ETC.)

AREA OR DEPARTMENT (I.E. GENERAL SCHOOL USE, SCIENCE, BAND, 1ST GRADE, ETC.)

(8) Object 510

(9) Function 5100

(10) Program Cost Category 900

(11) QUANTITY	DESCRIPTION AND SPECIFICATIONS (TYPE)	UNIT PRICE	TOTAL PRICE
1	Action Fraction Games (Circles)	13.99	13.99
1 PKG	Writing Chalkboards (1 pkg. of 10) ID# 3436	29.95	29.95

WAREHOUSE DELIVER TO: Happy Day Elementary School
Attention: Merry Martin

Page Total $ 43.94

GRAND TOTAL $ 43.94

FOR COUNTY LEVEL USE ONLY

VENDOR 31 32 33 34 35 36 37

BATCH 77 78 79 80 P

TEMPORARY ENCUMBRANCE #

ENCUMBRANCE APPROVAL

BUDGET APPROVAL

SPECIAL APPROVAL

SPECIAL APPROVAL

(12) Materials have been received in good condition and payment may be approved

APPROVED SIGNATURE

DATE RECEIVED

Form PUR N...

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
DIRECTIONS FOR COMPLETING REQUISITIONS

1. SUGGESTED SUPPLIER

   Give complete name of vendor, address, city, state and zip code.

2. WORK LOCATION NUMBER

   a. Give the Four-Digit, Work Location Number: 9600
   b. Name of Department: Division of Instruction
   c. Originator's Requisition Number: Number consecutively
   d. Requesting Person: Louis L. Foster
   e. Date: Date of requisition
   f. Principal, Department Head, or Division Head: Leave blank (Louis L. Foster's signature)
   g. Date: Leave blank (Date requisition is approved by Chapter I office)

3. DELIVER TO:

   Orange County Schools, Chapter I - Warehouse
   410 Woods Avenue
   Orlando, FL 32805

4. ATTENTION OF:

   Diane McCallan/Louis L. Foster

5. SPECIAL PROGRAM

   a. Name: 480-21270-87301
   b. and/or Number: 4731

6. EPRMS PROGRAM NO:

   Leave Blank

7. Leave Blank

8. OBJECT: 510

9. FUNCTION: 5100

10. PROGRAM COST CATEGORY: 900

11. DESCRIPTIONS AND SPECIFICATIONS

   a. Quantity: Enter in this column the number of items requested
   b. Description and Specifications: Enter the correct name description and/or specification of the items being requested.
   c. Unit Price: Enter the price per unit
   d. Total Price: Follow directions on back of requisition
   e. Page/Grand Total: Follow directions on back of requisition

   *IMPORTANT NOTE

   Enter at bottom of the "Description and Specifications" section:

   WAREHOUSE DELIVER TO: School Name
   Chapter I Coordinating Teacher

12. RECEIVING REPORT: Leave Blank

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
NON-PUBLIC FORMS REQUEST

QUANTITY	FORM
_____	1. Checklist for Tutor Plan Sheet
_____	2. CTBS-U Handscoring Worksheet
_____	3. Forms Request
_____	4. Instructional Group Assignments
_____	5. Math Behavioral Checklist
_____	6. Math Coordination
_____	7. Math Expenditure
_____	8. Parent Letter
_____	9. Reading Behavioral Checklist
_____	10. Reading Coordination
_____	11. Reading Expenditure
_____	12. Reading Observation Report
_____	13. Reading Plan Sheet
_____	14. Request for Testing
_____	15. Requisition
_____	16. Student Roster/Maintenance
_____	17. RST Schedule
_____	18. Student Release
_____	19. Testing Record
_____	20. Tutor Observation Checklist
_____	21. Tutor Plan Sheet
_____	22. Tutor Program Schedule

_____ (Reading Support Teacher)

_____ (Date Requested)

_____ (School)

_____ (Date Returned)

Please send to Eva Gibbs, Administrative Center, Station 402, Chapter I Annex.

1/CHAP/168/E

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
NON-PUBLIC
CTBS TESTING GUIDELINES

1. Request CTBS Form U as needed.

   Grade 1 Level C

   Grade 2 Level D

   Grade 3 Level E

   Grade 4 Level F

   Grade 5 Level G

   Call 422-3200, Extension 633

2. Once you have received the test(s), you have 72 hours to administer, score, and return to the Testing Department, Administrative Center, Building 200. Place testing order early in the week; no tests will be sent out after Wednesday.

3. All test items requested MUST be returned:

   Test booklet (consumable and non-consumable)

   Answer sheets

   Answer key

Following is a list of approved nationally normed referenced tests in lieu of the CTBS that provide percentile scores that can be used to determine Chapter I eligibility:

California Achievement Tests
Stanford Achievement Tests
Iowa Tests of Basic Skills
Metropolitan Achievement Tests
SRA Survey of Basic Skills
Comprehension Assessment Program

Other normed reference tests would need approval from the Testing Department. Approval may be obtained by calling the Chapter I Program Consultants.

1/CHAP/168/F.2

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
CTBS-U HANDSCORING WORKSHEET

School: _____

Student Name: _____ Grade: _____

	Reading Raw Scores	Reading Subtests Scale Score	Total Reading Scale Score	Total Reading Criterion Scale Score
Reading Vocabulary	_____	_____		
Reading Comprehension	_____	_____		
		☐	÷ 2 = ☐	_____
			Obtained Total Reading Scale Score	

	Math Raw Score	Math Subtests Scale Score	Total Math Scale Score	Total Math Criterion Scale Score
Math Computation	_____	_____		
Math Concepts and Applications	_____	_____		
		☐	÷ 2 = ☐	_____
			Obtained Total Math Scale Score	

NOTE: Attach this form to each answer sheet verifying the score(s).

1/CHAP/169.63

Procedures for determining student eligibility for Chapter I programs when hand scoring the Comprehensive Tests of Basic Skills, Form U (CTBS-U). 52

Step 1. Calculate the raw scores for the reading vocabulary, the reading comprehension, the mathematics computation, and the mathematics concepts and applications subtests. On the attached work page, enter the raw scores for the two reading subtests in the spaces under the column Reading Raw Scores and for the two mathematics subtests in the spaces under the column headed Math Raw Scores.

Step 2. Locate the tables titled Number-Correct Score to Scale Score and select the table that corresponds to the grade in which the student was tested. Table 1 is for grade 1 and Table 2 is for grade 2,etc. Find the column headed Number-Correct Score and locate the corresponding scale score for each of the reading and mathematics subtests. Enter these scale scores in the appropriate spaces under the columns headed Reading or Math Subtests Scale Score on the work page.

Step 3. Add the reading vocabulary subtest scale score to the reading comprehension subtest scale score and on the work page enter the sum in the box under the column headed Reading Subtests Scale Score.

Step 4. Divide this sum by two and on the work page enter the result in the box labeled Obtained Total Reading Scale Score under the column headed Total Reading Scale Score.

Step 5. Locate the tables titled Scale Score to Percentile Rank and select the table that corresponds to the grade and month in which the student was tested. Under the column headed Total Reading, find the Obtained Total Reading Scale Score. Read across and find the percentile rank corresponding to the Obtained Total Reading Scale Score. Enter the percentile rank in the space under the column headed Total Reading Percentile Rank on the work page.

Step 6. If the Total Reading Percentile Rank is less than or equal to 33, then the student is eligible for the Chapter I program in reading.

Step 7. Add the mathematics computation subtest scale score to the mathematics concepts and applications subtest scale score and on the work page enter the sum in the box under the column headed Math Subtests Scale Score.

Step 8. Divide this sum by two and on the work page enter the results in the box labeled Obtained total Math Scale Score under the column headed Total Math Scale Score.

Step 9. Locate the tables titled Scale Score to Percentile Rank and select the table that corresponds to the grade and month in which the student was tested. Under the column headed Total Math, find the Obtained Total Math Scale Score. Read across and find the percentile rank corresponding to the Obtained Total Math Scale Score. Enter the percentile rank in the space under the column headed Total Math Percentile Rank on the work page.

Step 10. If the Total Math Percentile rank is less than or equal to 33, then the student is eligible for the Chapter I program in math.

ORANGE COUNTY, FLORIDA

ECIA CHAPTER I

CTBS-U CONVERSION CHART

GRADE 1	Table 1	Raw Score to Scale Score
	Table 6	Scale Score to %ile (September, October, November)
	Table 7	Scale Score to %ile (December, January, February)
	Table 8	Scale Score to %ile (March, April, May, June)
GRADE 2	Table 2	Raw Score to Scale Score
	Table 9	Scale Score to %ile (September, October, November)
	Table 10	Scale Score to %ile (December, January, February)
	Table 11	Scale Score to %ile (March, April, May, June)
GRADE 3	Table 3	Raw Score to Scale Score
	Table 12	Scale Score to %ile (September, October, November)
	Table 13	Scale Score to %ile (December, January, February)
	Table 14	Scale Score to %ile (March, April, May, June)
GRADE 4	Table 4	Raw Score to Scale Score
	Table 15	Scale Score to %ile (September, October, November)
	Table 16	Scale Score to %ile (December, January, February)
	Table 17	Scale Score to %ile (March, April, May, June)
GRADE 5	Table 5	Raw Score to Scale Score
	Table 18	Scale Score to %ile (September, October, November)
	Table 19	Scale Score to %ile (December, January, February)
	Table 20	Scale Score to %ile (March, April, May, June)

1/chap/168.50

TABLE 1

GRADE 1

NUMBER-CORRECT SCORE TO SCALE SCORE
LEVEL C, FORM U

NUMBER CORRECT SCORE	SCALE SCORE: READING			SCALE SCORE: MATHEMATICS		NUMBER-CORRECT SCORE
	VOCB	READ COMP		COMP	CNCP & APPL	
0	315	120		9	254	0
1	315	120		9	254	1
2	315	120		9	254	2
3	315	120		9	254	3
4	315	120		9	254	4
5	315	120		9	254	5
6	332	120		9	254	6
7	368	120		31	254	7
8	387	193		93	312	8
9	401	247		140	351	9
10	412	282		181	377	10
11	421	309		220	397	11
12	430	333		257	414	12
13	438	355		292	429	13
14	446	377		325	442	14
15	454	398		357	456	15
16	461	418		389	469	16
17	469	438		423	483	17
18	476	456		466	497	18
19	485	475		538	512	19
20	493	493		603	529	20
21	503	511			548	21
22	515	531			572	22
23	530	556			607	23
24	554	591			656	24
25	598	642			729	25
26						26
27						27
28						28
29						29
30						30

1/mf/400

TABLE 2

GRADE 2

NUMBER-CORRECT SCORE TO SCALE SCORE
LEVEL D, FORM U

NUMBER CORRECT SCORE	SCALE SCORE					NUMBER-CORRECT SCORE
	READING			MATHEMATICS		
	VOCB	READ COMP		MATH COMP	CNCP APPL	
0	386	352		309	333	0
1	386	352		309	333	1
2	386	352		309	333	2
3	386	352		309	333	3
4	386	352		309	333	4
5	386	364		309	333	5
6	411	432		344	333	6
7	448	459		391	333	7
8	467	477		422	333	8
9	481	491		444	390	9
10	492	502		463	427	10
11	501	511		479	450	11
12	509	520		494	467	12
13	516	528		508	481	13
14	523	536		523	492	14
15	530	544		538	502	15
16	536	552		554	512	16
17	543	560		574	520	17
18	549	568		599	529	18
19	556	578		645	537	19
20	564	588		723	546	20
21	573	601			554	21
22	584	616			563	22
23	600	638			573	23
24	628	676			582	24
25	704	723			593	25
26					606	26
27					621	27
28					645	28
29					691	29
30					753	30
31						31
32						32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

1/CHAP/168.40

TABLE 3

GRADE 3

NUMBER-CORRECT SCORE TO SCALE SCORE
LEVEL E, FORM U

NUMBER CORRECT SCORE	SCALE SCORE: READING			SCALE SCORE: MATHEMATICS		NUMBER-CORRECT SCORE
	VOCB	READ COMP		COMP	CNCP & APPL	
0	456	387		441	452	0
1	456	387		441	452	1
2	456	387		441	452	2
3	456	387		441	452	3
4	456	387		441	452	4
5	456	387		441	452	5
6	456	387		454	452	6
7	456	423		483	452	7
8	495	470		504	452	8
9	518	494		520	452	9
10	532	510		532	483	10
11	543	523		542	510	11
12	551	533		551	525	12
13	558	542		558	536	13
14	564	549		565	544	14
15	570	556		571	552	15
16	575	562		577	559	16
17	580	567		583	565	17
18	585	573		588	571	18
19	589	578		593	577	19
20	594	584		598	582	20
21	599	589		603	587	21
22	603	595		607	591	22
23	609	602		612	596	23
24	614	609		616	600	24
25	620	617		621	604	25
26	627	627		625	608	26
27	635	640		629	612	27
28	646	657		634	616	28
29	663	688		639	620	29
30	704	723		644	624	30
31				650	628	31
32				656	632	32
33				665	636	33
34				676	640	34
35				698	645	35
36				729	651	36
37					658	37
38					668	38
39					684	39
40					769	40

1/mf/400.1

TABLE 4

GRADE 4

NUMBER-CORRECT SCORE TO SCALE SCORE
LEVEL F, FORM U

NUMBER CORRECT SCORE	SCALE SCORE: READING			SCALE SCORE: MATHEMATICS		NUMBER-CORRECT SCORE
	VOCB	READ COMP		MATH COMP	CNCP APPL	
0	502	447		553	521	0
1	502	447		553	521	1
2	502	447		553	521	2
3	502	447		553	521	3
4	502	447		553	521	4
5	502	447		553	521	5
6	502	447		553	521	6
7	502	447		553	521	7
8	502	447		553	521	8
9	502	447		579	521	9
10	502	447		600	521	10
11	505	476		612	526	11
12	544	529		621	563	12
13	563	555		628	579	13
14	575	572		634	591	14
15	584	584		639	600	15
16	592	595		643	607	16
17	598	603		647	613	17
18	604	611		650	618	18
19	609	618		653	623	19
20	613	624		656	627	20
21	617	630		659	631	21
22	621	636		662	635	22
23	625	641		665	638	23
24	629	646		667	641	24
25	632	651		670	644	25
26	636	655		673	647	26
27	639	660		675	650	27
28	643	665		678	653	28
29	646	669		680	656	29
30	650	674		683	659	30
31	654	679		686	662	31
32	657	684		689	666	32
33	661	689		692	669	33
34	665	694		695	672	34
35	669	700		699	675	35
36	673	706		703	679	36
37	678	712		709	683	37
38	683	720		716	687	38
39	689	728		729	692	39
40	695	737		751	697	40
41	703	749			703	41
42	712	764			711	42
43	725	785			723	43
44	748	821			743	44
45	829	853			791	45

1/CHAP/168.41

TABLE 5

GRADE 5

NUMBER-CORRECT SCORE TO SCALE SCORE
LEVEL G, FORM U

NUMBER CORRECT SCORE	SCALE SCORE: READING			SCALE SCORE: MATHEMATICS		NUMBER-CORRECT SCORE
	VOCB	READ COMP		COMP	CNCP & APPL	
0	537	517		607	561	0
1	537	517		607	561	1
2	537	517		607	561	2
3	537	517		607	561	3
4	537	517		607	561	4
5	537	517		607	561	5
6	537	517		607	561	6
7	537	517		607	561	7
8	537	517		629	561	8
9	537	517		648	561	9
10	543	517		658	561	10
11	580	548		665	591	11
12	597	585		671	610	12
13	607	605		675	621	13
14	615	620		679	629	14
15	622	632		683	635	15
16	628	641		686	640	16
17	633	650		689	645	17
18	637	658		691	649	18
19	641	665		693	653	19
20	645	672		696	656	20
21	649	678		698	660	21
22	652	684		700	663	22
23	655	689		701	666	23
24	659	694		703	668	24
25	662	699		705	671	25
26	665	704		707	674	26
27	668	709		709	676	27
28	671	713		710	679	28
29	674	718		712	682	29
30	677	723		714	684	30
31	681	727		716	687	31
32	684	732		718	689	32
33	687	736		720	691	33
34	690	741		723	694	34
35	694	746		725	697	35
36	698	751		729	699	36
37	702	756		733	702	37
38	706	762		739	705	38
39	710	768		751	708	39
40	716	775		763	712	40
41	722	784			716	41
42	729	794			722	42
43	740	808			730	43
44	758	832			744	44
45	829	853			806	45

1/mf/400.2

TABLE 6

GRADE 1

SCALE SCORE TO PERCENTILE RANK
(September, October, November)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
322	49	288		599	99	623
319	48	286		598	98	622
316	47	284		577	97	596
313	46	281		558	96	579
310	45	279		541	95	566
307	44	277		527	94	554
304	43	275		515	93	543
301	42	273		504	92	533
298	41	271		494	91	522
296	40	268		486	90	512
293	39	266		478	89	502
290	38	264		470	88	492
287	37	262		464	87	483
284	36	260		458	86	474
282	35	258		452	85	465
279	34	256		446	84	456
276	33	253		441	83	448
274	32	251		436	82	439
271	31	249		432	81	432
268	30	247		427	80	424
266	29	244		423	79	417
263	28	242		418	78	410
260	27	239		414	77	403
258	26	236		410	76	396
255	25	234		407	75	390
253	24	231		403	74	384
250	23	228		399	73	378
248	22	225		395	72	373
245	21	222		392	71	367
243	20	218		388	70	362
241	19	215		385	69	357
238	18	211		381	68	352
236	17	207		378	67	348
233	16	203		375	66	343
231	15	199		371	65	339
228	14	195		368	64	335
226	13	190		365	63	331
223	12	185		362	62	327
220	11	179		359	61	324
218	10	173		355	60	320
214	9	166		352	59	317
211	8	159		349	58	313
207	7	151		346	57	310
202	6	143		343	56	307
196	5	134		340	55	304
189	4	125		337	54	301
179	3	113		334	53	299
166	2	99		331	52	296
144	1	78		328	51	293
				325	50	291

1/mf/400.3

TABLE 7

GRADE 1

SCALE SCORE TO PERCENTILE RANK
(December, January, February)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
406	49	393		625	99	638
403	48	390		624	98	637
400	47	387		603	97	617
397	46	383		589	96	605
394	45	380		579	95	596
391	44	377		570	94	588
388	43	374		563	93	581
385	42	371		557	92	574
382	41	367		552	91	567
379	40	364		547	90	560
376	39	361		542	89	554
373	38	357		538	88	548
370	37	354		533	87	542
367	36	350		529	86	536
364	35	346		525	85	530
361	34	343		522	84	525
358	33	339		518	83	520
355	32	335		514	82	514
352	31	331		511	81	509
349	30	327		507	80	504
346	29	322		503	79	500
343	28	318		500	78	495
340	27	314		496	77	490
337	26	309		493	76	486
334	25	304		490	75	482
331	24	299		486	74	477
328	23	294		483	73	473
324	22	289		479	72	469
321	21	283		476	71	465
318	20	278		473	70	462
314	19	272		469	69	458
311	18	266		466	68	454
307	17	259		463	67	450
303	16	253		459	66	447
299	15	246		456	65	443
294	14	239		453	64	440
290	13	232		450	63	437
285	12	224		446	62	433
279	11	216		443	61	430
274	10	207		440	60	427
267	9	199		437	59	424
260	8	190		436	58	420
253	7	180		430	57	417
244	6	170		427	56	414
235	5	159		424	55	411
224	4	148		421	54	408
212	3	135		418	53	405
198	2	120		415	52	402
184	1	100		412	51	399
				409	50	396

1/mf/400.4

TABLE 8

GRADE 1

SCALE SCORE TO PERCENTILE RANK
(March, April, May, June)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
473	49	464		655	99	661
470	48	461		654	98	660
467	47	458		638	97	642
464	46	455		627	96	632
462	45	452		620	95	624
459	44	449		614	94	617
456	43	446		609	93	611
453	42	442		605	92	606
451	41	439		601	91	601
448	40	436		597	90	596
445	39	433		593	89	591
443	38	429		590	88	587
440	37	426		587	87	583
437	36	422		583	86	579
434	35	419		580	85	575
432	34	415		577	84	571
429	33	411		574	83	567
426	32	407		571	82	563
423	31	403		567	81	560
420	30	399		564	80	556
417	29	395		561	79	553
414	28	391		558	78	549
411	27	386		555	77	546
408	26	382		552	76	543
405	25	377		549	75	540
402	24	373		546	74	536
399	23	368		543	73	533
396	22	363		540	72	530
392	21	357		537	71	527
389	20	352		534	70	524
385	19	346		531	69	521
381	18	341		528	68	518
377	17	335		525	67	515
373	16	328		522	66	512
369	15	322		519	65	510
364	14	315		516	64	507
359	13	308		513	63	504
354	12	301		510	62	501
348	11	293		507	61	498
342	10	285		504	60	495
336	9	276		501	59	492
329	8	267		498	58	490
321	7	258		495	57	487
312	6	247		492	56	484
302	5	236		490	55	481
291	4	224		487	54	478
280	3	211		484	53	475
267	2	196		481	52	473
255	1	176		478	51	470
				476	50	467

1/mf/400.5

TABLE 9

GRADE 2

SCALE SCORE TO PERCENTILE RANK
(September, October, November)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
524	49	518		681	99	686
521	48	516		680	98	685
519	47	513		667	97	668
517	46	511		659	96	658
514	45	508		653	95	650
512	44	506		648	94	643
509	43	503		644	93	638
507	42	500		640	92	633
505	41	498		637	91	629
502	40	495		633	90	625
500	39	492		630	89	621
497	38	489		627	88	618
495	37	487		624	87	614
492	36	484		621	86	611
490	35	481		618	85	608
487	34	478		615	84	605
485	33	475		612	83	602
482	32	472		609	82	599
480	31	469		606	81	596
477	30	466		603	80	594
474	29	462		601	79	591
472	28	459		598	78	588
469	27	456		595	77	586
466	26	452		592	76	583
463	25	448		590	75	581
460	24	445		587	74	578
457	23	441		584	73	576
454	22	437		581	72	573
451	21	433		579	71	571
448	20	429		576	70	568
444	19	425		574	69	566
441	18	420		571	68	564
437	17	415		568	67	561
433	16	411		566	66	559
429	15	406		563	65	556
425	14	400		561	64	554
420	13	395		558	63	552
415	12	389		556	62	549
410	11	383		553	61	547
405	10	376		551	60	545
399	9	369		548	59	542
392	8	362		546	58	540
385	7	354		543	57	537
377	6	345		541	56	535
369	5	336		538	55	533
359	4	325		536	54	530
349	3	313		533	53	528
337	2	298		531	52	525
				529	51	523
325	1	279		526	50	521

1/CHAP/168.42

TABLE 10

GRADE 2

SCALE SCORE TO PERCENTILE RANK
(December, January, February)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
556	49	554		697	99	703
554	48	552		696	98	702
552	47	550		686	97	686
550	46	548		679	96	675
548	45	546		674	95	667
546	44	544		670	94	661
544	43	541		666	93	656
542	42	539		662	92	651
539	41	537		659	91	647
537	40	535		655	90	643
535	39	533		652	89	640
533	38	531		649	88	637
531	37	529		646	87	634
528	36	527		643	86	631
526	35	525		640	85	628
524	34	522		637	84	626
521	33	520		634	83	623
519	32	518		631	82	621
517	31	515		629	81	619
514	30	513		626	80	616
512	29	511		624	79	614
509	28	508		621	78	612
507	27	506		618	77	610
504	26	503		616	76	608
501	25	501		613	75	605
498	24	498		611	74	603
496	23	495		609	73	601
493	22	492		606	72	599
489	21	489		604	71	597
486	20	486		602	70	595
483	19	483		599	69	593
480	18	480		597	68	591
476	17	477		595	67	589
472	16	473		593	66	587
469	15	470		590	65	585
465	14	466		588	64	583
460	13	462		586	63	581
456	12	457		584	62	579
451	11	453		582	61	577
446	10	448		579	60	575
441	9	442		577	59	573
435	8	437		575	58	571
429	7	430		573	57	569
422	6	423		571	56	567
414	5	415		569	55	565
406	4	406		567	54	563
396	3	395		565	53	561
386	2	382		563	52	560
				561	51	558
373	1	364		558	50	556

1/CHAP/168.43

TABLE 11

GRADE 2

SCALE SCORE TO PERCENTILE RANK
(March, April, May and June)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
580	49	580		709	99	714
578	48	579		708	98	713
576	47	577		699	97	697
574	46	575		693	96	687
572	45	574		688	95	679
570	44	572		684	94	673
568	43	571		680	93	668
567	42	569		677	92	664
565	41	567		673	91	660
563	40	566		670	90	657
561	39	564		667	89	654
558	38	562		664	88	651
556	37	561		661	87	648
554	36	559		658	86	645
552	35	558		655	85	643
550	34	556		652	84	641
548	33	554		650	83	639
545	32	552		647	82	636
543	31	551		644	81	634
541	30	549		642	80	632
538	29	547		640	79	630
536	28	545		637	78	629
533	27	544		635	77	627
531	26	542		633	76	625
528	25	540		630	75	623
525	24	538		628	74	621
522	23	536		626	73	619
519	22	534		624	72	618
516	21	532		622	71	616
513	20	529		620	70	614
510	19	527		618	69	613
507	18	525		616	68	611
503	17	522		614	67	609
500	16	520		612	66	607
496	15	517		610	65	606
492	14	514		608	64	604
488	13	511		606	63	603
483	12	508		604	62	601
479	11	505		602	61	599
474	10	501		600	60	598
469	9	497		598	59	596
463	8	492		596	58	594
458	7	487		595	57	593
451	6	481		593	56	591
444	5	474		591	55	590
437	4	466		589	54	588
428	3	457		587	53	586
418	2	444		585	52	585
				584	51	583
405	1	427		582	50	582

1/CHAP/168.44

TABLE 12

GRADE 3

SCALE SCORE TO PERCENTILE RANK
(September, October, November)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
599	49	603		721	99	719
598	48	602		720	98	718
596	47	601		710	97	705
594	46	599		704	96	696
592	45	598		699	95	689
591	44	597		695	94	683
589	43	596		692	93	679
587	42	594		688	92	675
585	41	593		685	91	671
583	40	592		682	90	668
581	39	590		679	89	665
579	38	589		676	88	663
577	37	588		673	87	660
575	36	587		670	86	658
573	35	585		668	85	656
571	34	584		665	84	654
569	33	583		663	83	652
566	32	581		660	82	650
564	31	580		658	81	648
562	30	578		656	80	646
559	29	577		653	79	645
557	28	576		651	78	643
554	27	574		649	77	642
552	26	573		647	76	640
549	25	571		645	75	638
546	24	570		643	74	637
543	23	568		641	73	635
540	22	566		639	72	634
537	21	565		637	71	633
534	20	563		635	70	631
531	19	561		634	69	630
527	18	559		632	68	628
524	17	557		630	67	627
520	16	555		628	66	626
516	15	553		626	65	624
512	14	551		625	64	623
508	13	548		623	63	622
503	12	546		621	62	620
499	11	543		620	61	619
494	10	540		618	60	618
489	9	536		616	59	616
483	8	533		615	58	615
477	7	528		613	57	614
471	6	523		611	56	612
465	5	517		610	55	611
457	4	510		608	54	610
449	3	502		606	53	608
439	2	490		605	52	607
426	1	474		603	51	606
				601	50	605

1/mf/400.6

TABLE 13

GRADE 3

SCALE SCORE TO PERCENTILE RANK
(December, January, February)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
615	49	622		732	99	722
613	48	621		731	98	721
611	47	620		720	97	710
610	46	618		714	96	702
608	45	617		709	95	696
606	44	616		705	94	691
604	43	615		701	93	687
603	42	614		698	92	683
601	41	613		695	91	680
599	40	612		692	90	677
597	39	611		689	89	675
595	38	609		686	88	672
593	37	608		684	87	670
591	36	607		681	86	668
589	35	606		679	85	666
587	34	605		677	84	665
584	33	603		674	83	663
582	32	602		672	82	661
580	31	601		670	81	660
577	30	600		668	80	658
575	29	598		666	79	657
572	28	597		664	78	655
570	27	596		662	77	654
567	26	594		660	76	653
564	25	593		658	75	651
561	24	592		656	74	650
558	23	590		654	73	649
555	22	589		652	72	648
552	21	587		651	71	646
549	20	585		649	70	645
545	19	584		647	69	644
542	18	582		645	68	643
538	17	580		644	67	642
534	16	578		642	66	641
530	15	576		641	65	639
526	14	574		639	64	638
522	13	572		637	63	637
517	12	598		636	62	636
512	11	567		634	61	635
507	10	564		633	60	634
502	9	561		631	59	633
496	8	557		629	58	632
490	7	553		628	57	631
484	6	549		626	56	629
477	5	543		625	55	628
469	4	537		623	54	627
461	3	528		621	53	626
452	2	518		620	52	625
439	1	502		618	51	624
				617	50	623

1/mf/400.7

TABLE 14

GRADE 3

SCALE SCORE TO PERCENTILE RANK
(March, April, May, June)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
629	49	638		745	99	723
628	48	637		744	98	722
626	47	636		732	97	713
624	46	635		725	96	707
622	45	634		720	95	701
621	44	633		715	94	697
619	43	632		712	93	694
617	42	631		709	92	691
615	41	629		706	91	688
613	40	628		703	90	685
611	39	627		700	89	683
609	38	626		698	88	681
607	37	625		695	87	679
605	36	624		693	86	678
603	35	623		690	85	676
601	34	622		688	84	674
599	33	620		686	83	673
596	32	619		684	82	672
594	31	618		682	81	670
591	30	617		680	80	669
589	29	616		678	79	668
586	28	614		676	78	667
584	27	613		674	77	665
581	26	612		673	76	664
578	25	610		671	75	663
575	24	609		669	74	662
572	23	607		667	73	661
569	22	606		666	72	660
566	21	604		664	71	659
562	20	602		662	70	658
559	19	601		661	69	657
555	18	599		659	68	656
551	17	597		657	67	655
547	16	595		656	66	654
543	15	593		654	65	653
538	14	591		653	64	652
534	13	589		651	63	651
529	12	586		650	62	650
524	11	583		648	61	649
519	10	581		647	60	648
513	9	577		645	59	647
507	8	574		643	58	646
501	7	570		642	57	645
494	6	565		640	56	644
487	5	560		639	55	643
480	4	554		637	54	
471	3	546		636	53	642
462	2	536		634	52	641
450	1	521		632	51	640
				631	50	639

1/mf/400.8

TABLE 15

GRADE 4

SCALE SCORE TO PERCENTILE RANK
(September, October, November)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
644	49	652		761	99	723
642	48	651		760	98	722
641	47	650		746	97	716
639	46	649		738	96	711
637	45	648		733	95	707
636	44	647		728	94	703
634	43	646		724	93	700
632	42	645		721	92	698
630	41	644		718	91	695
628	40	643		715	90	693
626	39	642		713	89	691
624	38	641		710	88	690
622	37	640		708	87	688
620	36	639		706	86	687
618	35	638		704	85	685
616	34	637		702	84	684
613	33	636		699	83	683
611	32	634		698	82	681
609	31	633		696	81	680
606	30	632		694	80	679
604	29	631		692	79	678
601	28	629		690	78	677
598	27	628		688	77	676
595	26	626		687	76	675
592	25	625		685	75	674
589	24	624		683	74	673
586	23	622		682	73	
583	22	620		680	72	672
580	21	619		678	71	671
576	20	617		677	70	670
573	19	615		675	69	669
569	18	613		674	68	668
565	17	611		672	67	667
561	16	609		670	66	
557	15	607		669	65	666
552	14	605		667	64	665
547	13	602		666	63	664
542	12	600		664	62	663
537	11	597		663	61	662
532	10	594		661	60	
526	9	591		660	59	661
520	8	587		658	58	660
514	7	583		657	57	659
507	6	579		655	56	658
500	5	573		654	55	657
492	4	567		652	54	
483	3	560		651	53	656
474	2	550		649	52	655
463	1	536		647	51	654
				646	50	653

1/CHAP/168.45

TABLE 16

GRADE 4

SCALE SCORE TO PERCENTILE RANK
(December, January, February)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
658	49	663		776	99	725
656	48	662		775	98	724
654	47	661		761	97	718
653	46			752	96	714
651	45	660		746	95	711
649	44	659		741	94	708
647	43	658		737	93	706
645	42	657		734	92	703
643	41	656		731	91	702
642	40	655		728	90	700
640	39	654		725	89	698
638	38	653		723	88	697
636	37	652		721	87	695
633	36	651		718	86	694
631	35	650		716	85	693
629	34	648		714	84	692
627	33	647		712	83	690
624	32	646		710	82	689
622	31	645		708	81	688
620	30	644		706	80	
617	29	642		705	79	687
614	28	641		703	78	686
612	27	640		701	77	685
609	26	638		700	76	684
606	25	637		698	75	683
603	24	635		696	74	682
600	23	634		695	73	
597	22	632		693	72	681
593	21	630		692	71	680
590	20	629		690	70	679
586	19	627		688	69	
582	18	625		687	68	678
578	17	623		685	67	677
574	16	621		684	66	676
570	15	619		682	65	
566	14	616		681	64	675
561	13	614		679	63	674
556	12	611		678	62	673
551	11	608		676	61	
545	10	605		675	60	672
540	9	602		673	59	671
533	8	598		672	58	670
527	7	594		670	57	
520	6	590		669	56	669
513	5	584		667	55	668
505	4	578		666	54	667
497	3	571		664	53	
487	2	562		662	52	666
				661	51	665
476	1	549		659	50	664

TABLE 17

GRADE 4

SCALE SCORE TO PERCENTILE RANK
(March, April, May, June)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
671	49	672		792	99	727
669	48	671		791	98	726
667	47	670		776	97	721
665	46			767	96	718
664	45	669		760	95	715
662	44	668		755	94	712
660	43	667		751	93	710
658	42	666		747	92	708
657	41	665		744	91	707
655	40	664		741	90	705
653	39	663		738	89	704
651	38	662		735	88	702
649	37	661		733	87	701
647	36	660		731	86	700
644	35	659		728	85	699
642	34	658		726	84	698
640	33	657		724	83	697
638	32	656		722	82	696
635	31	655		721	81	695
633	30	654		719	80	694
630	29	652		717	79	
628	28	651		715	78	693
625	27	650		714	77	692
622	26	648		712	76	691
619	25	647		710	75	
616	24	646		709	74	690
613	23	644		707	73	689
610	22	642		706	72	688
607	21	641		704	71	
604	20	639		703	70	687
600	19	637		701	69	686
596	18	635		699	68	
592	17	634		698	67	685
588	16	631		696	66	684
584	15	629		695	65	
580	14	627		694	64	683
575	13	625		692	63	682
570	12	622		691	62	
565	11	619		689	61	681
560	10	616		688	60	680
554	9	613		686	59	679
548	8	609		685	58	
542	7	605		683	57	678
535	6	601		682	56	677
528	5	596		680	55	
520	4	590		678	54	676
512	3	583		677	53	675
503	2	574		675	52	674
				674	51	
492	1	562		672	50	673

1/CHAP/168.47

TABLE 18

GRADE 5

SCALE SCORE TO PERCENTILE RANK
(September, October, November)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
683	49	679		807	99	730
682	48			806	98	729
680	47	678		791	97	724
678	46	677		782	96	721
677	45	676		775	95	719
675	44			769	94	717
673	43	675		764	93	715
671	42	674		760	92	713
670	41	673		757	91	712
668	40	672		753	90	710
666	39			750	89	709
664	38	671		748	88	708
662	37	670		745	87	707
660	36	669		743	86	706
658	35	668		741	85	705
656	34	667		739	84	704
653	33	666		736	83	703
651	32	665		735	82	702
649	31	664		733	81	701
646	30	663		731	80	700
644	29	662		729	79	
641	28	660		727	78	699
639	27	659		726	77	698
636	26	658		724	76	
633	25	657		722	75	697
630	24	655		721	74	696
628	23	654		719	73	695
624	22	653		718	72	
621	21	651		716	71	694
618	20	650		715	70	693
615	19	648		713	69	
611	18	646		712	68	692
607	17	644		710	67	
603	16	643		709	66	691
599	15	640		707	65	690
595	14	638		706	64	
591	13	636		704	63	689
586	12	634		703	62	688
581	11	631		702	61	
576	10	628		700	60	687
570	9	625		699	59	686
564	8	621		697	58	
558	7	618		696	57	685
552	6	613		694	56	684
545	5	608		693	55	
537	4	603		691	54	683
529	3	596		690	53	682
520	2	587		688	52	
509	1	577		687	51	681
				685	50	680

1/mf/400.9

TABLE 19

GRADE 5

SCALE SCORE TO PERCENTILE RANK
(December, January, February)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
694	49	685		818	99	734
692	48	684		817	98	733
691	47			804	97	728
689	46	683		794	96	725
687	45	682		787	95	722
686	44	681		781	94	720
684	43			776	93	718
682	42	680		771	92	717
680	41	679		767	91	715
679	40			764	90	714
677	39	678		761	89	713
675	38	677		758	88	712
673	37	676		755	87	711
671	36	675		753	86	710
669	35			751	85	709
667	34	674		748	84	708
665	33	673		746	83	707
663	32	672		744	82	706
660	31	671		742	81	
658	30	670		740	80	705
656	29	669		739	79	704
653	28	668		737	78	
651	27	667		735	77	703
648	26	666		734	76	702
645	25	665		732	75	701
643	24	664		730	74	
640	23	662		729	73	700
637	22	661		727	72	699
634	21	660		726	71	
630	20	658		724	70	698
627	19	657		723	69	
624	18	656		722	68	697
620	17	654		720	67	696
616	16	652		719	66	
612	15	650		717	65	695
608	14	648		716	64	694
604	13	646		714	63	
599	12	644		713	62	693
595	11	642		712	61	
590	10	639		710	60	692
584	9	636		709	59	691
579	8	633		707	58	
573	7	629		706	57	690
566	6	625		704	56	689
559	5	620		703	55	
552	4	615		702	54	688
544	3	608		700	53	
535	2	601		699	52	687
525	1	590		697	51	686
				695	50	

1/mf/400.10

TABLE 20

GRADE 5

SCALE SCORE TO PERCENTILE RANK
(March, April, May, June)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
703	49	689		826	99	739
701	48			825	98	738
700	47	688		813	97	732
698	46			804	96	728
697	45	687		796	95	725
695	44	686		790	94	723
693	43			785	93	722
692	42	685		780	92	720
690	41	684		776	91	719
688	40			773	90	718
686	39	683		769	89	716
684	38	682		766	88	715
683	37			764	87	714
681	36	681		761	86	
679	35	680		759	85	713
677	34	679		756	84	712
675	33			754	83	711
672	32	678		752	82	710
670	31	677		750	81	
668	30	676		748	80	709
666	29	675		747	79	708
663	28			745	78	707
661	27	674		743	77	
658	26	673		742	76	706
656	25	672		740	75	705
653	24	671		738	74	
650	23	670		737	73	704
647	22	669		735	72	703
644	21	668		734	71	
641	20	666		733	70	702
638	19	665		731	69	
635	18	664		730	68	701
631	17	662		728	67	700
628	16	661		727	66	
624	15	659		726	65	699
620	14	658		724	64	698
616	13	656		723	63	
611	12	654		721	62	697
607	11	652		720	61	
602	10	649		719	60	696
597	9	646		717	59	695
591	8	643		716	58	
586	7	640		715	57	694
579	6	636		713	56	
572	5	632		712	55	693
565	4	627		710	54	692
557	3	621		709	53	
548	2	613		707	52	691
537	1	604		706	51	
				704	50	690

1/mf/400.11

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TESTING RECORD

SCHOOL: _____

GRADE: _____

STUDENT NAME	STUDENT NUMBER	STANDARDIZED TEST	DATE ADM.	PERCENTILE % READ	PERCENTILE % MATH	*DISPOSITION	TEST ADMIN. BY:
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							

* Disposition
R = Reading
M = Math
B = Both
NE = Not Eligible

81

1/CHAP/169.35 80